

4 month reporting date 6/22/06 Received 6/19/06
8 month reporting date 10/22/06 Received 10/20/06
Closed 10/20/2006

Harrold School District Improvement Plan/Progress Report Form

Scheduled Date of Completion:

Principle : 1 - General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:18:03. Procedures for identification of misclassified children.

Each public agency must maintain specific documentation as to the identification, evaluation, program, and placement of each child with disabilities.

ARSD 24:05:18:05. Program reviews.

The division shall conduct program administrative reviews to determine whether students have been classified according to this article. If, as a result of these reviews, the division determines that Individuals with Disabilities Education Act, Part B funds have been made available to an eligible public agency as the result of a misclassified child, the division shall begin recovery procedures.

The monitoring team was unable to validate an IEP was in effect on December 1st, 2004 for two students who were listed on the district's 2004 child count. One student was dismissed from special education on October 4th, 2004 and the other did not have an IEP in effect on December 1st, 2004.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district has established procedures for collecting, maintaining and reporting accurate child count data.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students reported on child count will have an IEP in effect on the December 1st of the reporting year.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

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<p>1. What will the district do to improve? Students reported on the December 1st child count will have an active IEP in place.</p> <p>What data will be given to SEP to verify this objective? The special educator coordinator will check each student IEP with the SIMS report and verify accuracy at the end of the 4 month reporting period. The total number of students receiving services and the number of accurately reported will be sent to SEP.</p>	<p>December 1, 2006</p>	<p>Special Education Coordinator</p>	<p>Goal Met 10/20/2006</p>
<p>Please explain the data (4 month) Specific data relative to the total number of students receiving services and the number accurately reported was mailed to Director Ann Larsen on May 19, 2006. Four students were being served on May 19, 2006 which was the last day of the 2005-2006 school year.</p>			
<p>Please explain the data (8 month) The child count data gathered on December 1, 2006 will be checked for accuracy through a thorough review of each individual child's IEP and the child's SIMS data.</p>			
<p>Please explain the data (12 month)</p>			

<p>Principle: 1 – General Supervision</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:16:16. Personnel standards.</u> To ensure that all personnel necessary to carry out the purposes of Part B and Part C of the Individuals with Disabilities Education Act are appropriately and adequately prepared and trained, the division shall determine that all personnel providing special education or related services, including early intervention and early childhood personnel, perform these functions under state-approved or state-recognized certification or licensure or other comparable requirements that apply to the area in which the person is providing instruction or other service.</p> <p>Through interview and a review of student records the monitoring team noted the district does not have on staff or under contract a special education teacher certified to provide services to children ages six through 21 years of age.</p>

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures they employ or contract with an adequate supply of personnel who are fully licensed or certified to work with children with disabilities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Fully certified special education staff will be hired to provide/supervise the provision of services of children with disabilities as needed.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will hire or contract with a certified special education teacher.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP a detailed list of activities it has pursued during the 4 month reporting periods to obtain a certified special education teacher. Details to include individual contacts, advertisements, resource searches etc. until such time a special educator is hired.</p>	As Soon As Possible	Superintendent & Special Education Coordinator	Goal Met 10/20/06
<p>Please explain the data (4 month) Superintendent Thelen is presently considering two candidates for the position of certified special education teacher. Tom Sogaard contacted one of the above candidates to access interest in March, 2006. Superintendent Thelen contacted the other candidate in April, 2006 and hopes to complete the hiring process by the end of July, 2006.</p>			

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Please explain the data (8 month)Superintendent Thelen hired Donna Huber, duly and appropriately South Dakota certified K-12 special education teacher, to serve as the contracted special education teacher for the Harrold School District 32-1 for the 2006-2007 school year. Donna Huber has established herself as a valued and effective colleague during the first quarter of the 2006-2007 school year.

Please explain the data (12 month)

Principle: 3 - Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04. Evaluation procedures.

School districts shall ensure, at a minimum, that evaluation procedures include the following:

(5) A variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents, that may assist in determining:

- (a) Whether the child is a child with a disability; and
- (b) The content of the child's IEP

ARSD 24:05:25:04.03. Determination of eligibility.

Upon completing the administration of tests and other evaluation materials as required by this chapter, the individual education program team and other individuals required by § 24:05:25:04.02 shall determine whether the student is a student with a disability, as defined in this article. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

Through interview and review of two student records, the monitoring team did not find evidence of parent input into the evaluation process. Information generated from evaluation protocols for two students (achievement and transition) were not summarized into a written report for determining eligibility, developing the IEP or so the information could be provided to parents. Functional assessment was not conducted as part of the reevaluation process for three of four students.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation or reevaluation procedures and instruments meet the minimum requirements.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will provide a copy of all evaluation reports (including functional evaluation) and documentation of determination of eligibility to parents.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? Functional assessment will be conducted for every initial evaluation and reevaluation.</p> <p>What data will be given to SEP to verify this objective? The district will review 100% of all initial evaluations and reevaluations conducted during the 4 month reporting periods and submit to SEP the total number of evaluations conducted and the number that contained functional assessment. The district will submit to SEP a written assurance statement signed by the Superintendent, delineating the specific steps the district will take to meet all evaluation requirements and the issues identified in the finding.</p>	<p>March 1, 2007</p> <p>May 31, 2006</p>	<p>Special Education Staff</p> <p>Special Education Staff and Superintendent</p>	<p>Goal Met 10/20/2006</p>
<p>Please explain the data (4 month) Superintendent Thelen submitted the referenced written assurance statement, on, or before, May 31, 2006. No initial evaluations or reevaluations were completed during the first four month reporting period ending June 22, 2006.</p>			

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Please explain the data (8 month) It is respectfully requested that additional information regarding the items to be addressed relative to the above requested "delineated data" be provided to the Harrold School District 32-1 in order that those specific statements/requirements may be addressed, and added to, Superintendent Thelen's previously filed written assurance statement. Two children received initial speech/language evaluations during the time period of August 22-October 20, 2006. Functional assessment was incorporated in each child's evaluation.

Please explain the data (12 month)

<p>2. What will the district do to improve? The results from all evaluations will be summarized into a written report for the purpose of determining eligibility, developing the IEP and providing evaluation information to parents.</p> <p>What data will be given to SEP to verify this objective? The district will review 100% of all initial evaluations and reevaluations conducted during the 4 month reporting period and submit to SEP the total number of evaluations conducted and the number of evaluations that had written reports for all evaluations administered.</p>	<p>March 1, 2007</p>	<p>Special Education Staff</p>	<p>Goal Met 10/20/06</p>
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Please explain the data (4 month) No initial evaluations or reevaluations were completed during the initial four month reporting period ending June 22, 2006.

Please explain the data (8 month) Two children received initial speech/language evaluations during the August 22 through October 20, 2006 time period. Both (2) evaluations included written reports for all evaluations administered.

Please explain the data (12 month)

Principle: 5 – Individual Education Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Out of compliance

ARSD 24:05:27:13.02. Transition services.

Transition services are a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Through interview and a review of two student records the Transition Planning Inventory (TPI) was administered, however the information was not summarized into a written report or included as strengths and needs in the students present levels of performance. The IEP did not contain a set of coordinated activities to facilitate the student's movement from school to post-school activities.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures that transition plans for students are a coordinated set of activities, reflecting student's strengths and interests, to prepare them for post school activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Present levels of performance will reflect information gather through the evaluation process and be reported as strengths and needs including transition based upon skill areas affected by the disability.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the district do to improve? The present levels of performance in all students 16 years old will consistently contain individual transition strengths and needs based upon evaluation information/reports. Transition services plans will be developed to represent a coordinated set of activities which promote movement to post school activities.</p> <p>What data will be given to SEP to verify this objective? The district will administer additional transition evaluations for the two 16/17 year old students in the district. The evaluation information will be analyzed and written into a report form that can be provided to parents. Information from the assessment will be used as a basis for developing the transition present levels of performance and services in the students 2006-2007 IEP. The district will report to SEP the evaluation date for each student and the date the IEP was written to address each students transition needs.</p>	<p>March 1, 2007</p> <p>March 1, 2007</p>	<p>Special Education Staff</p> <p>Special Education Staff</p>	<p>Goal Met 10/20/06</p>
<p>Please explain the data (4 month) Discussion to date indicates that additional, appropriate transition evaluations will be administered by qualified evaluators to the two 16/17 year old students referenced above during the first quarter of the 2006-2007 school year. Utilizing the information and skills learned during the transition in-service to be provided by the transition project liaison staff, the evaluation information will be analyzed and written into a report form that will be provided to the respective parents. Further, information from the assessment will be used as a basis for developing the transition present levels of performance and services in each eligible student's 2006-2007 IEP.</p>			
<p>Please explain the data (8 month)A representative of the Pierre, South Dakota office of Vocational Rehabilitation was contacted during September, 2006. The representative met with two Harrold High School students on September 18, 2006 relative to each student's possible eligibility for services. One of the students was approved for eligibility as of October 1, 2006. An appropriate transition evaluation was completed by one of the high school student's on September 18, 2006. The student's IEP team will be meeting on October 23, 2006 for an IEP team meeting to address the transition area of the student's IEP. The second high school student's transition evaluation is pending as of October 20, 2006.</p>			

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Please explain the data (12 month)			
<p>2. What will the district do to improve? All district staff responsible for developing transition services in student IEP will receive training from the transition project liaison staff on the process of how to incorporate transition services into students IEP.</p> <p>What data will be given to SEP to verify this objective? The district will report to SEP the date of training and who participated.</p>	<p>October 1, 2006</p>	<p>Special Education Staff</p>	<p>Goal Met 10/20/06</p>
Please explain the data (4 month)Superintendent Thelen is/will be making arrangements with the transition project liaison staff for appropriate training for all district staff responsible for developing transition services to take place on, or before, October 1, 2006.			
Please explain the data (8 month)Donna Huber, certified special education teacher, has previously completed transition project training and will be participating in the training entitled " High School Transition – Changes in the IDEA" featuring Ed O'Leary, nationally recognized transition expert, in Aberdeen, South Dakota on October 26, 2006. Superintendent Ward Thelen, Tom Sogaard, Lonna Chilson and Scarlet Becker will be participating in the October 25, 2006 session of "High School Transition – Changes in the IDEA" in Oacoma, South Dakota.			
Please explain the data (12 month)			

Principle: 5 – Individual Education Program

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:27:01.03. Content of individualized education program.</u></p> <p>Each student's individualized education program shall include:</p> <p>(1) A statement of the student's present levels of academic achievement and functional performance, including:</p> <p style="padding-left: 20px;">(a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students).</p> <p>Through a review of four student records, present levels of performance did not consistently contain specific skills link to functional evaluation or state the student's involvement/progress in the general curriculum.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures the IEP contains all required content.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Present levels of performance will reflect information gather through the evaluation process and be reported as strengths and needs including transition based upon skill areas affected by the disability.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>

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<p>1. What will the district do to improve? The present levels of performance in all student IEPs will consistently contain the strength and needs in all skills area affected by the disability linked to evaluation as well as their progress/involvement in the general curriculum.</p> <p>What data will be given to SEP to verify this objective? The district will review 100% of the IEPs written during the 4 month reporting period and report to SEP the total number of IEPs reviewed and the number that contained strength and needs in all skills area affected by the disability that link to evaluation as well as their progress/involvement in the general curriculum.</p> <p>If they do not have any IEPs written during the 4 month period then what will they do?</p>	<p>March 1, 2007</p>	<p>Special Education Staff</p>	<p>Goal Met 10/20/06</p>
<p>Please explain the data (4 month) No IEPs were developed during the initial four month period ending June 22, 2006.</p>			
<p>Please explain the data (8 month) Two IEP's were developed during the August 22 through October 20, 2006 time period. Both IEP's address Speech/Language areas only and contain strength(s) and need(s) in all skill areas affected by the disability that link to evaluation as well as to each child's progress/involvement in the general curriculum. The IEP's are dated 09/14/2006 and 10/05/2006 respectively.</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve? All staff providing special education services to district students will receive training on present levels of performance content and how they link to functional assessment.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP a list of staff who participated in the in-service and the date training was provided.</p>	<p>September 1, 2006</p>	<p>Special Education Staff</p>	<p>Goal Met 10/20/06</p>

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Please explain the data (4 month)Superintendent Thelen is/will be making arrangements for appropriate in-service relative to present levels of performance content and how they link to functional assessment for all staff providing special education services to district students. At least one of the candidates for the certified special education position is experienced in providing staff development training in this area.

Please explain the data (8 month)Donna Huber, South Dakota certified K-12 special education teacher employed by the Harrold School District 32-1, provided in-service training relative to present levels of performance and how they link to functional assessment to fellow district staff members on September 7, 2006. Participating in the training were staff members: Superintendent Ward Thelen, Tom Sogaard, Lonna Chilson and Scarlet Becker.

Please explain the data (12 month)